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ABSTRACT

The Current Student Survey was administered in October 1999 to 659 students. Relationships with the instructor, other students, and the counselors were among those aspects that received the highest ratings, along with a number of items dealing with the quality of instruction and knowledge received. Student Congress and its sponsored activities were prominently classified as the least satisfactory aspect of the institution. Half of the students did not know of the availability of workshops. Every aspect of the institution measured in this survey was rated above average. Food Service and Health majors provided more favorable responses than students in other majors, and Liberal Arts students provided the least favorable responses. No specific satisfaction trend was observed as a function of the length of time at the College, but native English speakers reported significantly higher satisfaction than non-native speakers did. Academic Support and Services ranked highest in this survey, while the Overall category ranked lowest. Items with the highest level of satisfaction over the nine-year period dealt with the Climate and with instruction. All items with the lowest levels of satisfaction during the same period dealt exclusively with Student Congress. Appended in this report are the Survey Form, Statistics, and Respondents' Comments. (VWC)

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UNIVERSITY OF HAWAI'I - KAPI'OLANI COMMUNITY COLLEGE
Office of Institutional Research

# REPORT ON THE RESULTS OF THE

# 1999 CURRENT STUDENT SURVEY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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*November 9, 1999*

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University of Hawai'i - Kapi'olani Community College
Office of the Assistant to the Provost

**MEMORANDUM**

Date: November 9, 1999

To: Provost Advisory Council Members

From: Frank Abou-Sayf
Assistant to the Provost and Director, Institutional Research

Subject: Current Student Survey

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Enclosed please find a copy of a study entitled "Report on the Results of the 1999 current Student Survey." The survey was conducted in October 1999. The report also includes a comparison of the results of this and the two previous current student surveys, conducted roughly at three-year intervals. All the tasks related to the survey, including revision of the instrument, data entry and analysis, and report writing, were conducted by the Office of Institutional Research.

Just like with all surveys that the OIR conducts, every effort has been made to ensure confidentiality and anonymity of the responses.

The completion of this survey is part of the Office's ongoing efforts to poll the campus climate for the purpose of highlighting areas of strength and areas in need of improvement. We would appreciate it if you shared the results with members of your department.

Any comments and suggestions on the survey will be appreciated.

Thank you.

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UNIVERSITY OF HAWAI'I - KAPI'OLANI COMMUNITY COLLEGE
Office of Institutional Research

# REPORT ON THE RESULTS OF THE

# 1999 CURRENT STUDENT SURVEY

*November 9, 1999*

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# REPORT ON THE RESULTS OF THE

# 1999 CURRENT STUDENT SURVEY

*CONTENTS*


EXECUTIVE SUMMARY ..... 2

BACKGROUND ..... 3
- The Survey ..... 3
- Administration ..... 4
- Response Rate ..... 4
- Confidentiality ..... 4
- Analysis ..... 4
- Limitations ..... 5
  - The Nature of Surveys ..... 5
  - Weighting Scales ..... 5

RESULTS
- Error Margins ..... 6
- The Respondents ..... 7
- Total-Group Responses ..... 8
  - Workshops ..... 8
  - Individual Item Ranking ..... 9
- Responses by Major ..... 11
- Responses by Year at KCC ..... 12
- Responses by Native Versus Non-Native English Speakers ..... 13

HANDWRITTEN COMMENTS ..... 15

LONGITUDINAL COMPARISON ..... 16
- Response Rate ..... 16
- Respondents' Demographics ..... 16
- Total-Group Responses ..... 17
  - Workshops ..... 17
- Individual Items ..... 18
- Handwritten Comments ..... 19

APPENDIX A: THE SURVEY FORM
APPENDIX B: STATISTICS
APPENDIX C: RESPONDENTS' COMMENTS

# REPORT ON THE RESULTS OF THE

# 1999 CURRENT STUDENT SURVEY

## *EXECUTIVE SUMMARY*

The Current Student Survey was administered in October 1999 to 659 students. The total rating was 3.04 on a scale of 1.00 to 4.00 where 1.00 is "Very Dissatisfied" or "Strongly Agree" to a positive statement and 4.00 is "Very Satisfied" or "Strongly Disagree" to a positive statement. Relationships with the instructor, other students, and the counselors were among those aspects that received the highest ratings, along with a number of items dealing with the quality of instruction and knowledge received. Student Congress and its sponsored activities were prominently classified as the least satisfactory aspect of the institution. Half of the students did not know of the availability of workshops.

Every aspect of the institution measured in this survey was rated above average. Food Service and Health majors provided more favorable responses than students in other majors, and Liberal Arts students provided the least favorable responses. No specific satisfaction trend was observed as a function of the length of time at the College, but native English speakers reported significantly higher satisfaction than non-native speakers.

Compared to the 1993 and 1996 surveys, overall satisfaction in this survey was between the other two years. Specifically, *Academic Support* and *Services* ranked highest in this survey, while the *Overall* category ranked lowest. Items with the highest level of satisfaction over the nine-year period dealt with the Climate and with instruction. All items with the lowest levels of satisfaction during the same period dealt exclusively with Student Congress.

# REPORT ON THE RESULTS OF THE

# 1999 CURRENT STUDENT SURVEY

## *BACKGROUND*

### The Survey

The 1999 Current Student Survey was adapted from the 1996 Current Student Survey. An effort has been made to maintain as much similarity in the items as possible to allow for longitudinal comparisons of the results.

In addition to the biographical information section, the survey was divided into parts that were based on the same answering scale, with no consideration for the topics covered. For analysis purposes, the items were rearranged into the following six sections:

- Academic support
- Education
- Workshops
- Climate
- Services
- Overall

The *Overall* section is a one-item section that deals with a general opinion about the institution. In this report, scores on this section should not be confused with the *Total* scores, which are composed of the average responses on the entire survey, including the *Overall* section, and excluding the *Workshops* section because of the different scale it is based on.

A copy of the two forms of the survey is presented in Appendix A: the original form as it was answered by the students, and after the items were rearranged into the six sections listed above. In the rearranged form, the item number refers to the section of the original survey where it is found (the letter A, B, etc.) and its location within that section (the number 1, 2, etc.).

### Administration

The survey was administered to a random sample of classes that were in session on Tuesday, October 5, 1999, between 9:00 and 10:00 a.m. Instructors who did not administer the survey then were given another opportunity to administer it on Tuesday, October 12. By design, the survey was not intended for evening and week-end students. Those students make up less than 10 percent of the entire student population, and this survey does not purport to represent their opinion. Also by design, the survey was not intended for continuing-education students, who would require a different survey instrument.

### Response Rate

The surveys were distributed to a random sample of instructors of 40 classes. Of these, 34 were returned, constituting a class response rate of 85.00 percent. A total of 971 forms were distributed to the instructors. This count matched the number of registered students in these classes. Of these, 659 surveys were returned, constituting an individual response rate of 67.87 percent. These 659 surveys also constituted 9.04 percent of the total Fall student population of 7,291 students.

### Confidentiality

All responses were kept confidential. All data entry was carried out by the Office of Institutional Research. No attempt was made to identify the respondents. The only persons who were allowed to see the answers were the data-entry persons and the Director. Instructors' and students' names given by respondents in their open-ended comments were deleted before the results were published. All answered surveys were safely discarded after data entry and analysis.

### Analysis

Descriptive and/or inferential statistics were conducted on the following:

- each item
- the total results
- results on each section of the survey
- results of each group identified through the biographical section of the survey
- cross-tabulations of the results of each section and of each group

The results of the statistical analysis are presented throughout this report and in Appendix B. The following statistics have been derived:

- the mean
- the total number of observations for each of the six sections, representing the total number of responses to all the items making up the section.
- the standard deviation, as an indicator of the homogeneity of the responses: the smaller the standard deviation the more homogeneous the responses.
- the maximum error, as a measure of confidence about the value obtained from the sample: the smaller the error the closer the sample value is to the true (or population) value. Other things being constant, the maximum error is a function of the sample size, which, in this study, is made up of the product of the number of respondents and the number of responses. In this report, the maximum error was based on a 95 percent level of confidence.
- statistical significance, based on a two-tailed p-value of 0.05.

Handwritten comments were received from 147 respondents. A summary version of the comments is presented in Appendix C. In addition, content analysis has been carried out on these comments and is presented and discussed later on in this report.

**Limitations**

The Nature of Surveys

It is generally agreed upon that respondents to surveys tend to differ from non-respondents in the characteristics being measured. Generalization of the survey results from respondents to the entire target population is usually accompanied by a measurement error of unknown magnitude. However, this type of error should be minimal in this study, since all students in the classroom answered the survey, regardless of their attitude towards the characteristics being measured by the survey.

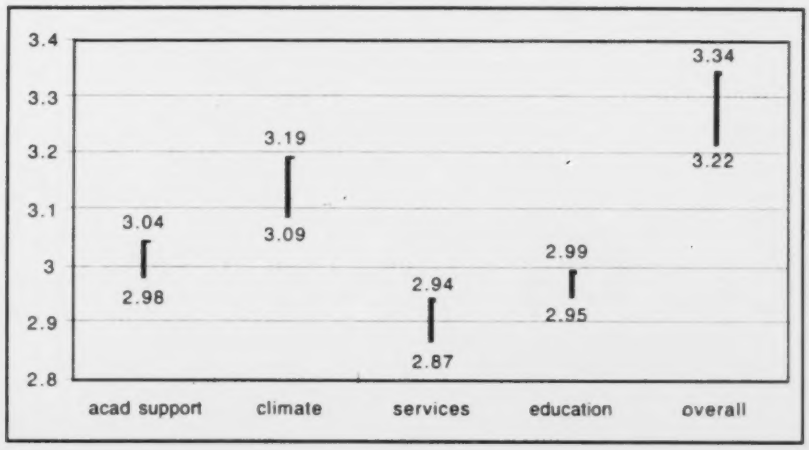
Weighting Scales

Item responses were weighted according to a Likert-type scale from 1.00 to 4.00 where 1.00 is "Very Dissatisfied" or "Strongly Disagree," and 4.00 is "Very Satisfied" or "Strongly Agree." In addition, section B in the original form of the survey (labeled Workshops in the rearranged form, see Appendix A), though requiring a 4-point scale response, did not solicit a response dealing with satisfaction level, and as such was not amenable to Likert-type weighting. Consequently, the results of this section were reported separately as frequency counts and are excluded from the "Total" scores derived throughout the report.

## *RESULTS*

### Error Margins

All surveys, except those to which entire populations respond, are subject to sampling errors that are mostly a function of the sample size that responds to the survey and of the representativeness of the sample. Only errors associated with the sample size can be quantified. For the entire survey, the maximum error associated with responses that are reported as percentages is plus or minus 3.20%; and the maximum error for responses that are reported as means is plus or minus 0.07. For the different sections, the confidence interval associated with each section's error rate is illustrated below. These error rates are based on a 95-percent level of confidence, and indicate that the highest error rate is associated with the *Overall* section, with the true mean falling between 3.22 and 3.34, and the lowest is with *Education*, with the true mean falling between the narrower margin of 2.95 to 2.99. Additional error margins for more specific sections of the survey are presented in Appendix B.




### The Respondents

Responses were categorized by major field of study according to the following groups:

- Business, composed of Accounting, Sales and Marketing and Legal Education (bus)
- Food Service and Hospitality Education (fshe)
- Health, composed of all Nursing disciplines, all Health Sciences disciplines, and the Emergency Medical Technician and Mobile Intensive Care Technician programs (health)
- Liberal Arts (lbart).



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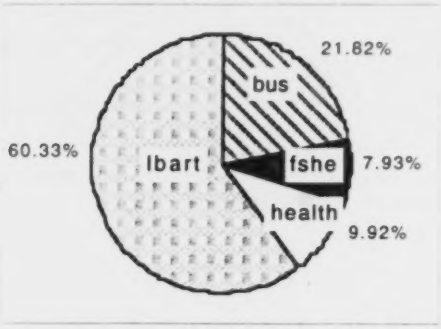
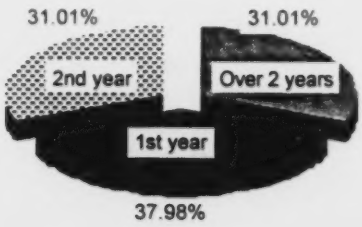
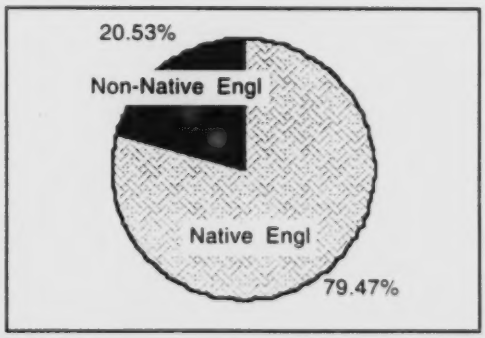
A total of 605 students reported their major. The proportions are illustrated below.




A total of 632 students reported the number of semesters they have been at KCC. This information was categorized according to three groups: first year (first and second semester), second year (third and fourth semester), and over two years. As illustrated below, each of the three categories made up roughly one-third of the total respondents.




A total of 606 students reported whether their native language was English or not. Of these, over three-quarters were native English speakers.



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**Total-Group Responses**

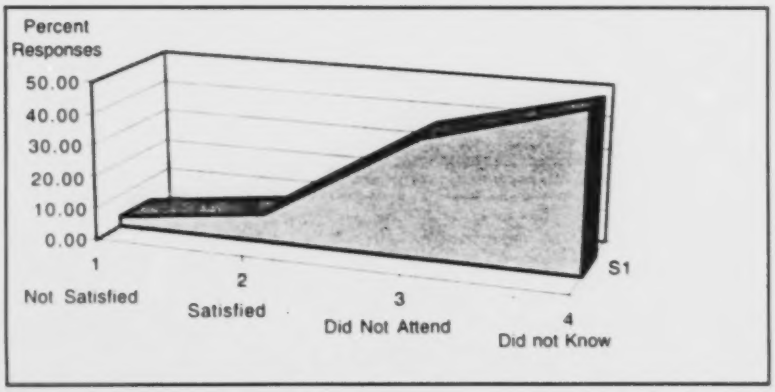
The results of the responses of the total group are presented below. The scores have been derived based on the scale of 1.00 to 4.00 described above. With the exception of the *Workshops* category (not included in *Total*), the higher the score the higher the rating and vice versa. The mean score $\bar{x}$ and the standard deviation $s$ on the total survey and on each section are shown. Additional details and related inferential statistics are presented in Appendix B.

| | *Total* | *Acad Support* | *Climate* | *Services* | *Education* | *Overall* |
|---|---|---|---|---|---|---|
| $\bar{x}$ | 3.04 | 3.01 | 3.14 | 2.91 | 2.97 | 2.99 |
| s | 1.01 | 0.81 | 1.34 | 1.04 | 0.83 | 0.96 |

The results indicate that KCC students rated the institution with a mean score of 3.04 out of 4.00. This rating is clearly above average rating. *Climate* was ranked as the most satisfactory feature of the institution, with a mean score of 3.14, while *Services* were ranked as the least satisfactory, though not unsatisfactory, with a mean score of 2.91. The most consistent opinions were with *Academic Support*, as expressed by the smallest standard deviation ($s$ = 0.81), while the least consistent were about *Climate* ($s$ = 1.34).

Workshops

Exactly half of the students (50.00%) indicated a lack of information regarding workshops. Another 37.76 percent indicated that they knew about them but did not attend them. Only 12.24 percent attended workshops, 3.00 percent of them were not satisfied and 9.24 percent were satisfied. Differences in percentages of responses to the four choices were statistically significant.*




* In the two graphs in this section, "Not Satisfied" stands for the choice "I went to the workshop and was not satisfied." "Satisfied" stands for the choice "I went to the workshop and was satisfied."



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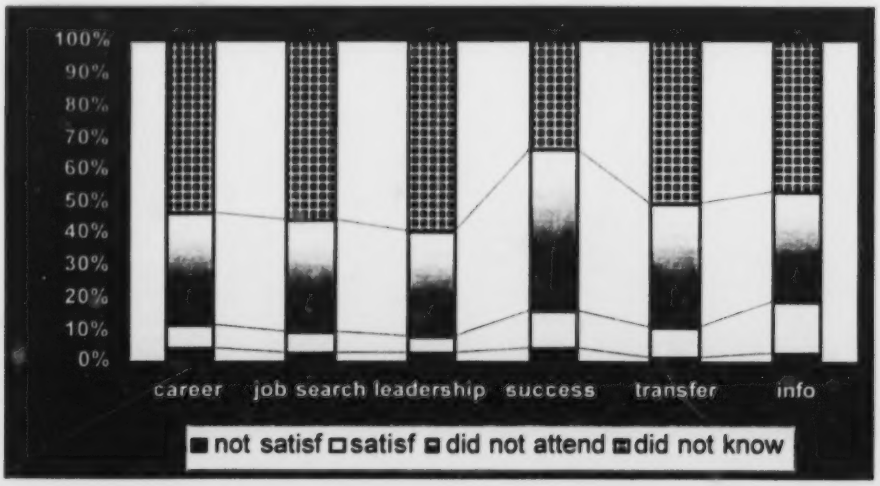
Further examination of the student responses indicated that fewer students knew about the *Leadership Training* seminar than any of those listed, and more students knew about the *Secrets of Success* seminar but decided not attend it than any other one.*




Additional statistics about workshop responses by more specific categories of respondents are presented in Appendix B.

Individual Item Ranking

On a scale of 1 (lowest) to 4 (highest), item scores ranged from a low of 2.55 to a high of 3.31. Since the mean of the scale used in this study is 2.50, it can be concluded that all aspects of the institution that were surveyed ranked above the mean. This finding should be kept in mind when comparing relative standings of individual items as is done below: although some items ranked relatively high and others low, even those items that ranked relatively low were rated above average by the students.

The survey items were ranked in order of students' satisfaction. The lists presented below indicate the top and bottom ten items in terms of satisfaction.

* In this graph, "career" stands for "Career Awareness"; "job search" stands for "Job Search Skills"; "leadership" stands for "Leadership Training"; "success" stands for "Secrets of Success"; "transfer" stands for "Transfer"; and "info" stands for "Information sessions about programs and majors."



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*Items With the Highest Level of Current Student Satisfaction*

| *Item* | $\bar{x}$ | *s* |
|---|---|---|
| 1. Instructor/student relations | 3.31 | 1.36 |
| 2. Student/student relations | 3.27 | 1.39 |
| 3. The Library | 3.25 | 0.72 |
| 4. Information about how to apply for admission to KCC | 3.22 | 0.68 |
| 5. I am satisfied with the knowledge I have gained in my courses | 3.16 | 0.65 |
| 6. Courses in my major are relevant to my career plans | 3.15 | 0.76 |
| 7. Counselor/student relations | 3.11 | 1.53 |
| 8. The equipment used in my classes is adequate for my needs | 3.10 | 0.72 |
| 8. I have enjoyed most of the courses I have taken | 3.10 | 0.70 |
| 10. Admissions counseling | 3.09 | 1.80 |

The highest ranked item, *Instructor-student relations*, deals with the College's climate and was rated singularly high. Two other items dealing with Climate ranked among the top ten: *Student/student relations*, ranked second, and *Counselor/student relations*, ranked seventh. However, all three items have relatively high standard deviations, indicating differing opinions among students. Also, the Library received the third highest satisfaction.

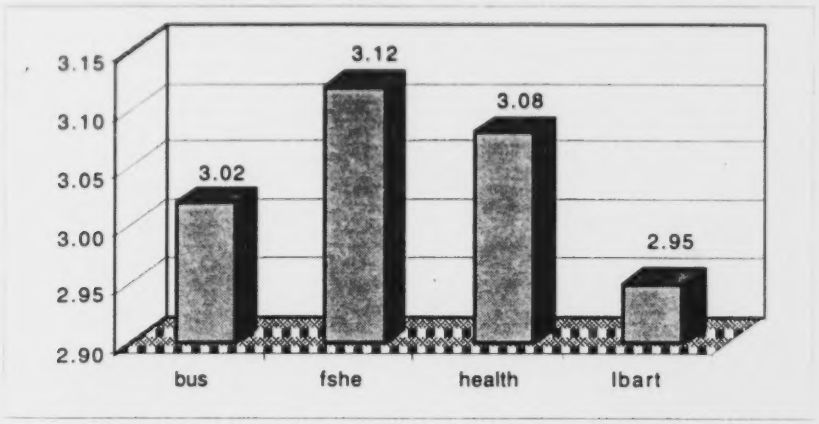
*Items With the Lowest Level of Current Student Satisfaction*

| *Item* | $\bar{x}$ | *s* |
|---|---|---|
| 1. Communication of policy decision by Student Congress to students | 2.55 | 0.88 |
| 2. Representation by Student Congress in campus governance | 2.63 | 0.82 |
| 3. My Math placement test level accurately reflects my ability | 2.72 | 1.00 |
| 4. Financial aid | 2.74 | 0.95 |
| 5. Campus physical facilities | 2.76 | 0.89 |
| 6. The College uses student input to improve | 2.77 | 0.88 |
| 7. Student Activities | 2.78 | 0.82 |
| 8. Student employment services | 2.79 | 0.85 |
| 8. Registration | 2.79 | 0.92 |
| 10. I can do my course work more efficiently thanks to my knowledge of the Internet | 2.82 | 0.88 |

The two lowest items, with means significantly lower than all the others in the survey, dealt with Student Congress. Another function of Student Congress, Student Activities, also ranked among the bottom ten. For all three items there was a relatively high level of agreement among students, as reflected by the relatively small standard deviations. It is interesting to note that within the *Climate* section of the survey three out of four items ranked among the top ten, while the fourth ranked among the bottom ten, hence the high standard deviation for this section as reported on page 7.

**Responses by Major**

Responses of Food Service students, with a mean of 3.12, were the most favorable, and responses of Liberal Arts students, with a mean of 2.95, were the least favorable. All differences between means were statistically significant with the exception of the difference between *Food Service* and *Health* majors.




Mean responses by major field of study on the different sections have been computed and are presented below.

| | *Acad Suport* | *Climate* | *Services* | *Education* | *Overall* |
|---|---|---|---|---|---|
| bus | 3.01 | 3.14 | 2.91 | 3.04 | 3.30 |
| fshe | 3.20 | 3.27 | 3.08 | 3.05 | 3.39 |
| health | 3.06 | 3.21 | 2.92 | 3.14 | 3.34 |
| lbart | 2.98 | 3.12 | 2.89 | 2.96 | 3.26 |

In general, Liberal Arts students had the least favorable (though not unfavorable) perception of the every single aspect of the College, while FSHE and Health students had the most favorable perception.

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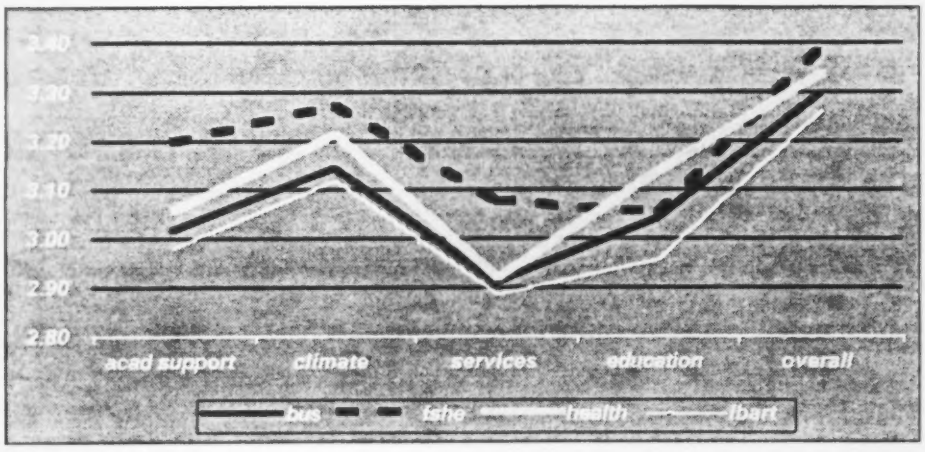
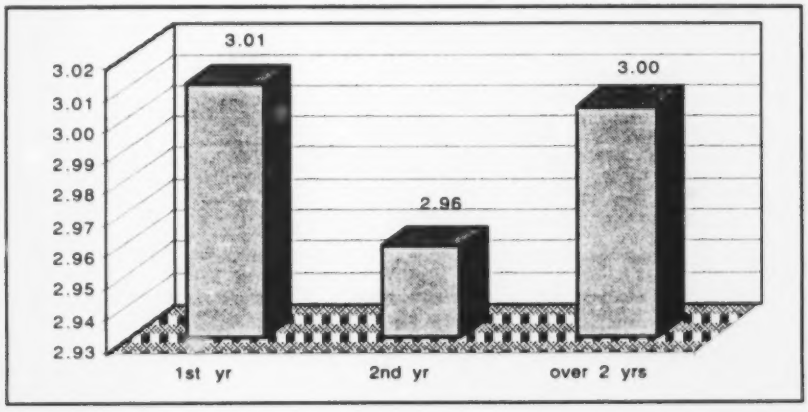



**Responses by Years at KCC**

The mean responses of the three time categories indicate that students who were at KCC for their third or fourth semester were the least satisfied with the institution, with a mean of 2.96. Differences between this mean and the other two means were statistically significant.




A comparison of the mean scores by these three groups on the various sections of the survey was also made, and the results are presented below.

| | *Acad Suport* | *Climate* | *Services* | *Education* | *Overall* |
|---|---|---|---|---|---|
| 1st year | 3.03 | 3.13 | 2.93 | 3.01 | 3.24 |
| 2nd year | 3.03 | 3.06 | 2.85 | 2.95 | 3.35 |
| Over 2 years | 2.98 | 3.25 | 2.93 | 2.98 | 3.27 |



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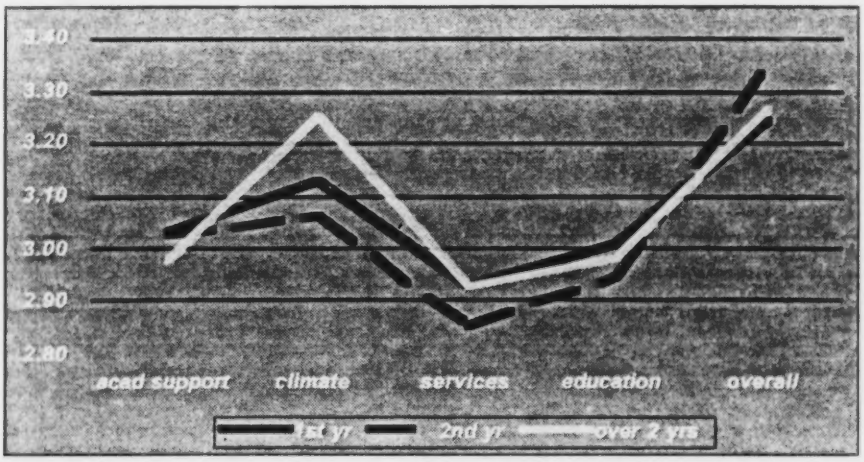
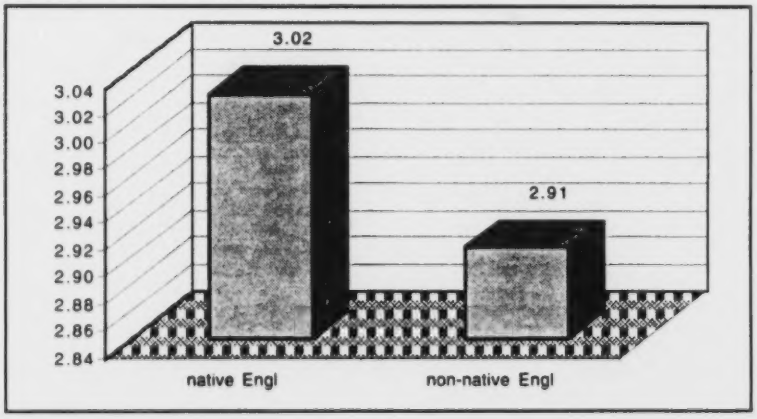
As the data show, no specific patterns in responses on the basis of the length of time at KCC are observed.




**Responses by Native Versus Non-Native English Speakers**

Native English speakers were distinctly more satisfied with the institution than were non-native English speakers. The difference between the two means, 3.02 versus 2.91, was highly statistically significant.




A closer look at each section of the survey is presented below.

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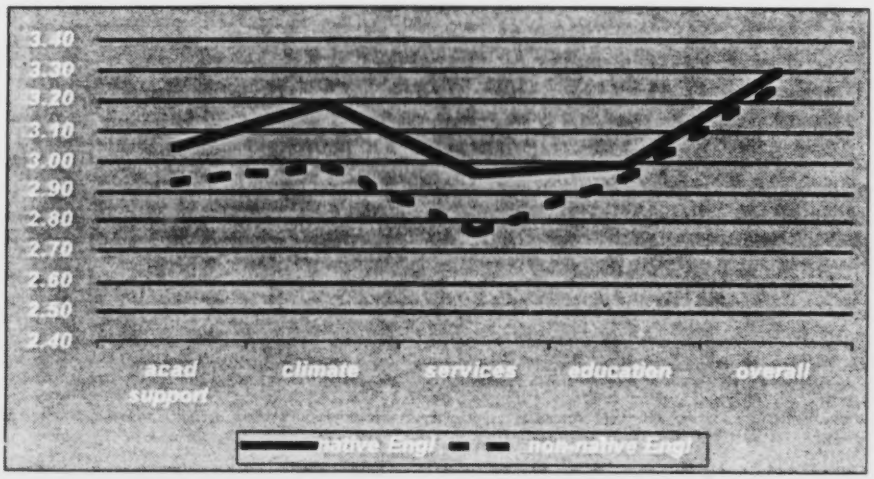
| | Acad Suport | Climate | Services | Education | Overall |
|---|---|---|---|---|---|
| Native English speakers | 3.05 | 3.19 | 2.96 | 2.99 | 3.30 |
| Non-native English speakers | 2.93 | 2.98 | 2.77 | 2.95 | 3.26 |

As the data and the graph show, in addition to their overall satisfaction with the institution, native English speakers were more satisfied than non-native English speakers with every aspect of the institution. Differences between the two groups were largest with *Climate* and *Services*.

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## *HANDWRITTEN COMMENTS*

Overall, students' added comments were substantially more negative than positive. An attempt was made to classify all comments into specific content areas. A tally of the most frequently mentioned comments, sorted by frequency, is presented below.

| *Aspect* | *Comments* |
|---|---|
| Registration | 27 |
| Campus facilities | 25 |
| Instructors | 18 |
| Customer service | 13 |
| Parking | 12 |
| Workshops information | 12 |
| Counselors | 11 |

By and large, the comments written by students were negative. students' most frequently expressed concerns deal with the registration process, followed by campus facilities (bathrooms, bookstore, ...).

A detailed transcription of the students' comments is provided in Appendix C.

## *LONGITUDINAL COMPARISON*

The purpose of the following analysis is to compare the results of this survey with the ones conducted in 1993* and in 1996.**

### Response Rate

The 1999 response rate, 9 percent of the entire student population, was comparable to that of 1996, 8 percent, but significantly lower than that of 1993, 13 percent. This drop was made by design, since the smaller sample size provides results with acceptable accuracy.

### Respondents' Demographics

Respondents' demographics over the nine-year period are presented below.

| *Category* | *Percent Composition* | | |
|---|---|---|---|
| | *1993* | *1996* | *1999* |
| *Business Majors* | 10 | 12 | 22 |
| *FSHE Majors* | 14 | 4 | 8 |
| *Health Majors* | 18 | 24 | 10 |
| *Liberal Arts Majors* | 58 | 60 | 60 |
| *1st Year at KCC* | 46 | 31 | 38 |
| *2nd Year at KCC* | 23 | 36 | 31 |
| *Over 2 Years at KCC* | 31 | 33 | 31 |
| *Native English Speakers* | 77 | 74 | 79 |
| *Non-Native English Speakers* | 23 | 26 | 21 |

Substantial fluctuations can be observed over the years in just about every category. Notably, Business majors are substantially more represented in this survey than any of the previous two, while Food Service and Health majors are less represented. Since these latter two majors are those with the highest opinion about the institution, this fluctuation in sample demographics will contribute to a drop in overall satisfaction in this survey. On the other hand, native English speakers, who reported significantly higher satisfaction than non-native speakers, are more represented in this survey and will tend to push the overall results upwards, canceling out some or all of the downward effects caused by the higher representation of the less satisfied Business majors.

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* *Report on the Results of the 1993 Faculty Institutional Survey*, January 10, 1994. Office of Institutional Research, Kapiolani Community College

** *Report on the Results of the 1996 Faculty Institutional Survey*, January 13, 1997. Office of Institutional Research, Kapiolani Community College

**Total-Group Responses**

In comparing the responses of the two surveys, it should be kept in mind that some items were not identical and others were added or deleted over the years, although an effort was made to maintain as much similarity among them as possible.

The total rating of the institution in the 1999 survey was 3.04, between the low of 3.01 in 1993 and the high of 3.06 in 1996. Comparisons of means by category are presented below, but only for the categories that remained in the survey over the nine-year period.

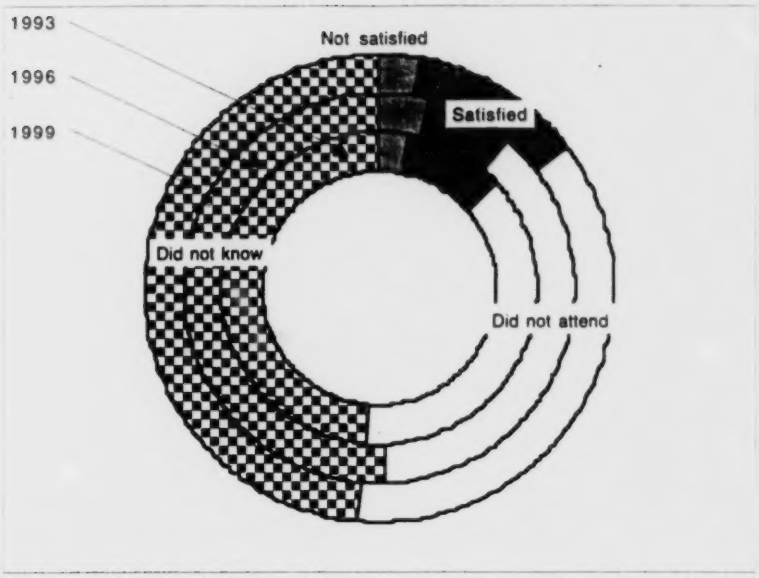
| | *Education* | *Academic Support* | *Services* | *Overall* |
|---|---|---|---|---|
| ***1993*** | 3.21 | 2.95 | 2.85 | 3.08 |
| ***1996*** | 2.98 | 2.94 | 2.80 | 3.32 |
| ***1999*** | 2.97 | 3.01 | 2.91 | 2.99 |

As the data show, satisfaction with *Education* has been virtually unchanged since the last survey, but continues to be lower than in 1993. On the other hand, satisfaction with both *Academic Support* and *Services* is significantly higher in 1999, while the *Overall* category received significantly lower rating in 1999.

Workshops

Responses to the *Workshops* section indicated that students were roughly as satisfied with the workshops they attended in 1999 as in 1996, but less than in 1993. Lack of knowledge about the workshops' existence persists over the year, and continues to increase slightly. These findings are obtained from the data in the table below and illustrated in the following graph.

| *Year* | *Not satisfied* | *Satisfied* | *Did not attend* | *Did not know* |
|---|---|---|---|---|
| 1993 | 3.1 | 10.3 | 37.9 | 48.7 |
| 1996 | 4.2 | 7.0 | 37.4 | 49.5 |
| 1999 | 3.0 | 12.2 | 37.8 | 50.0 |




**Individual Item Comparisons**

The following table lists the items which consistently ranked highest since 1993, along with their rank and mean rating.

*Items With the Highest Level of Faculty Satisfaction in All Surveys*

| Item | 1993 *Rank* (Rating) | 1996 *Rank* (Rating) | 1999 *Rank* (Rating) |
|---|---|---|---|
| Friendship with other students | *5*(3.42) | *1*(3.41) | *2* (3.27) |
| I am satisfied from the knowledge I have gained in my courses. | *6*(3.33) | *4*(3.32) | *5* (3.16) |
| Faculty/student Climate | *9*(3.30) | *5* (3.29) | *1* (3.31) |
| I have enjoyed most of the courses I have taken. | *8*(3.31) | *5*(3.24) | *9* (3.10) |

Two of the top four items deal with the climate and the other two deal with instruction. Interesting in this comparison is the rapid rise of the item dealing with the relationship between the student and the instructor: although present in all three years, this item's rank improved to number one in 1999.

The following table lists the items which consistently ranked lowest since 1993, along with their rank and mean rating.

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*Items With the Lowest Level of Faculty Satisfaction in All Surveys*

| Item | 1993 *Rank* (Rating) | 1996 *Rank* (Rating) | 1999 *Rank* (Rating) |
|---|---|---|---|
| Student Congress communicates its policy decisions to students adequately. | 3(2.42) | 1(2.30) | 1 (2.55) |
| Representation by Student Congress in campus governance is satisfactory. | 5(2.49) | 2(2.40) | 2 (2.63) |
| The variety of student activities is satisfactory. | 9(2.66) | 4(2.58) | 7 (2.78) |

As the data show, items all three items dealt with Student Congress. Dissatisfaction with the Congress continues to be the number one issue on campus, although somewhat less intensely, as shown by the higher ratings.

It should be kept in mind that an aspect of the institution that remains consistently highly or poorly rated for a period of nine years, such as the ones listed above, constitutes both a robust finding from a statistical standpoint and a valuable observation with potential management and pedagogical implications.

**Handwritten Comments**

Overall, the quantity of handwritten comments has decreased significantly over the years. Given that these comments are usually almost exclusively negative, it may be inferred that the fewer the comments the less the dissatisfaction. Notably, the Registration process was the subject of 160 comments in 1993, 31 in 1996 and 27 in 1999. Parking, too, is the subject of fewer comments over time, from 70 in 1993 down to 21 in this survey. Instructors have been the subject of fewer comments in 1996 compared to 1993, 16 versus 33, but slightly more in this survey, 18, compared to the previous one.

# Appendix A

## The Survey Form

*Kapi'olani Community College*

# Current Student Survey

Major field of study_____

Number of semesters at KCC (including this semester)_____

This semester at KCC(check only one): ☐ Part-time student ☐ Full-time student

Is English your native language? ☐ Yes ☐ No

**A. The items below relate to services. Please respond using the following key:**

**1 = Very Dissatisfied**
**2 = Somewhat Dissatisfied**
**3 = Somewhat Satisfied**
**4 = Very Satisfied**
**Leave the item blank if it does not apply to you.**

| | | | | | |
|---|---|---|---|---|---|
| 1. | Information about how to apply for admission to KCC | 1 | 2 | 3 | 4 |
| 2. | Admissions Counseling | 1 | 2 | 3 | 4 |
| 3. | Placement testing | 1 | 2 | 3 | 4 |
| 4. | Orientation | 1 | 2 | 3 | 4 |
| 5. | Academic advising | 1 | 2 | 3 | 4 |
| 6. | Financial aid (grants, loans, scholarships, work/study) | 1 | 2 | 3 | 4 |
| 7. | Registration | 1 | 2 | 3 | 4 |
| 8. | Counselor/student relations | 1 | 2 | 3 | 4 |
| 9. | Instructor/student relations | 1 | 2 | 3 | 4 |
| 10. | Student/student relations | 1 | 2 | 3 | 4 |
| 11. | Career counseling/Career Kokua/FOCUS II | 1 | 2 | 3 | 4 |
| 12. | Student employment services (on- or off-campus) | 1 | 2 | 3 | 4 |
| 13. | The Library | 1 | 2 | 3 | 4 |
| 14. | Tutoring available on campus | 1 | 2 | 3 | 4 |
| 15. | Counseling | 1 | 2 | 3 | 4 |
| 16. | The Computing Centers | 1 | 2 | 3 | 4 |
| 17. | The Cafeteria | 1 | 2 | 3 | 4 |
| 18. | Learning Resource Centers' | 1 | 2 | 3 | 4 |
| 19. | Campus physical facilities | 1 | 2 | 3 | 4 |
| 20. | Campus security and safety measures | 1 | 2 | 3 | 4 |
| 21. | Transcript information and copies | 1 | 2 | 3 | 4 |
| 22. | Student Activities | 1 | 2 | 3 | 4 |
| 23. | Representation by Student Congress in campus governance | 1 | 2 | 3 | 4 |
| 24. | Communication of policy decisions by Student Congress to students | 1 | 2 | 3 | 4 |

***Please write any suggestions you may have for improving the college.***

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**Please turn the page over.**

**B. The items below relate to workshops. Please respond using the following key:**

**1 = I went to the workshop(s) and was not satisfied with it (them).**
**2 = I went to the workshop(s) and was satisfied with it (them).**
**3 = I knew about the workshops but did not attend it (them).**
**4 = I did not know about this (these) workshop(s).**

| | | | | | |
|---|---|---|---|---|---|
| 1. | Career awareness | 1 | 2 | 3 | 4 |
| 2. | Job search skills (resumes, interviews,...) | 1 | 2 | 3 | 4 |
| 3. | Leadership Training | 1 | 2 | 3 | 4 |
| 4. | Secrets of Success (study skills, math anxiety, etc) | 1 | 2 | 3 | 4 |
| 5. | Transfer | 1 | 2 | 3 | 4 |
| 6. | Information sessions about programs and majors | 1 | 2 | 3 | 4 |

***Please write any suggestions you may have for improving the college.***

**C. The items below relate to education. Please respond using the following key:**

**1 = Strongly Disagree**
**2 = Somewhat Disagree**
**3 = Somewhat Agree**
**4 = Strongly Agree**
**Leave the item blank if it does not apply to you.**

| | | | | | |
|---|---|---|---|---|---|
| 1. | The variety of courses offered allow me to complete my degree within reasonable time | 1 | 2 | 3 | 4 |
| 2. | Course descriptions are usually accurate | 1 | 2 | 3 | 4 |
| 3. | I was able to enroll in most of the courses I needed. | 1 | 2 | 3 | 4 |
| 4. | My Math placement test level accurately reflects my ability. | 1 | 2 | 3 | 4 |
| 5. | My English placement test level accurately reflects my ability. | 1 | 2 | 3 | 4 |
| 6. | My writing ability has improved since taking courses at KCC | 1 | 2 | 3 | 4 |
| 7. | My computing ability has improved since taking courses at KCC | 1 | 2 | 3 | 4 |
| 8. | I like coming to KCC | 1 | 2 | 3 | 4 |
| 9. | Courses in my major are relevant to my career plans | 1 | 2 | 3 | 4 |
| 10. | The equipment used in my classes is adequate for my needs | 1 | 2 | 3 | 4 |
| 11. | I have enjoyed most of the courses I have taken | 1 | 2 | 3 | 4 |
| 12. | I am satisfied with the knowledge I have gained from my courses. | 1 | 2 | 3 | 4 |
| 13. | I am learning how to learn | 1 | 2 | 3 | 4 |
| 14. | I am getting my money's worth for the tuition I pay | 1 | 2 | 3 | 4 |
| 15. | I can do my course work more efficiently thanks to my knowledge of the Internet. | 1 | 2 | 3 | 4 |
| 16. | The student evaluation of the instructor's teaching ability makes a difference | 1 | 2 | 3 | 4 |
| 17. | The College uses student input to improve | 1 | 2 | 3 | 4 |

***Please write any suggestions you may have for improving the college.***

**Please turn the page over.**

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## *Current Student Survey*
## *Rearranged for Analysis*

**Academic Support**

A3. Placement testing
A4. Orientation
A6. Financial aid
A13. The Library
A14. Tutoring available on Campus
A15. Counseling
A16. The Computing Centers
A18. Learning Resource Centers

**Climate**

A8. Counselor/students relations
A9. Instructor/students relations
A10. Student/student relations
A22. Student Activities

**Services**

A1. Information about how to apply for admission to KCC
A2. Admissions Counseling
A5. Academic advising
A7. Registration
A11. Career counseling/Career Kokua/FOCUS II
A12. Student employment services (on-or off-campus)
A17. The Cafeteria
A19. Campus physical facilities
A20. Campus security and safety measures
A21. Transcript information and copies
A23. Representation by Student Congress in campus governance
A24. Communication of policy decisions by Student Congress to students

**Workshops**

B1. Career awareness
B2. Job search skills (resumes, interviews,..)
B3. Leadership Training
B4. Secrets of Success (study skills, math anxiety, etc.)
B5. Transfer
B6. Information sessions about programs and majors

**Education**

C1. The variety of courses offered allow me to complete my degree within reasonable time
C2. Course descriptions are usually accurate
C3. I was able to enroll in most of the courses I needed
C4. My Math placement test level accurately reflects my ability
C5. My English placement test level accurately reflects my ability
C6. My writing ability has improved since taking courses at KCC

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C7. My computing ability has improved since taking courses at KCC
C9. Courses in my major are relevant to my career plans
C10. The equipment used in my classes is adequate for my needs
C11. I have enjoyed most of the courses I have taken
C12. I am satisfied with the knowledge I have gained from my courses
C13. I am learning how to learn
C14. I am getting my money's worth for the tuition I pay
C15. I can do my course work more efficiently thanks to my knowledge of the Internet
C16. The student evaluation of the instructor's teaching ability makes a difference
C17. The College uses student input to improve

**Overall**

C8. I like coming to KCC

# Appendix B

# Statistics

# 1. Item Statistics

| | | n | Choices, % 1 | 2 | 3 | 4 | mean | stand. dev. |
|---|---|---|---|---|---|---|---|---|
| **Academic Support** | | | | | | | | |
| A3. | Placement testing | 579 | 4.32 | 15.72 | 56.82 | 22.97 | 2.99 | 0.75 |
| A4. | Orientation | 547 | 3.66 | 15.17 | 53.20 | 27.79 | 3.05 | 0.76 |
| A6. | Financial aid | 470 | 11.70 | 25.96 | 38.09 | 23.62 | 2.74 | 0.95 |
| A13. | The Library | 613 | 1.96 | 10.28 | 48.29 | 39.31 | 3.252 | 0.72 |
| A14. | Tutoring available on Campus | 444 | 5.86 | 17.12 | 54.73 | 21.85 | 2.93 | 0.79 |
| A15. | Counseling | 507 | 5.33 | 14.40 | 51.68 | 28.21 | 3.03 | 0.80 |
| A16. | The Computing Centers | 552 | 6.52 | 19.38 | 49.64 | 24.28 | 2.92 | 0.83 |
| A18. | Learning Resource Centers | 476 | 3.36 | 11.97 | 60.08 | 24.16 | 3.118 | 1.54 |
| **Climate** | | | | | | | | |
| A8. | Counselor/students relations | 574 | 5.40 | 14.29 | 48.78 | 31.01 | 3.11 | 1.53 |
| A9. | Instructor/students relations | 640 | 1.41 | 8.91 | 51.09 | 38.28 | 3.31 | 1.36 |
| A10. | Student/student relations | 616 | 2.60 | 8.60 | 52.11 | 36.36 | 3.27 | 1.39 |
| A22. | Student Activities | 478 | 8.16 | 22.38 | 52.72 | 16.53 | 2.78 | 0.82 |
| **Services** | | | | | | | | |
| A1. | Information about how to apply for admission to KCC | 623 | 1.77 | 8.99 | 54.25 | 34.83 | 3.22 | 0.68 |
| A2. | Admissions Counseling | 577 | 4.33 | 16.12 | 52.34 | 26.86 | 3.09 | 1.80 |
| A5. | Academic advising | 587 | 5.62 | 18.06 | 47.02 | 28.96 | 2.997 | 0.84 |
| A7. | Registration | 648 | 10.80 | 22.84 | 42.90 | 23.30 | 2.79 | 0.92 |
| A11. | Career counseling/Career Kokua/FOCUS II | 410 | 5.61 | 23.41 | 50.24 | 20.49 | 2.86 | 0.80 |
| A12. | Student employment services (on-or off-campus) | 376 | 8.51 | 23.14 | 48.94 | 19.15 | 2.79 | 0.85 |
| A17. | The Cafeteria | 593 | 5.06 | 17.37 | 52.28 | 25.13 | 2.98 | 0.79 |
| A19. | Campus physical facilities | 475 | 12.00 | 18.11 | 51.16 | 18.53 | 2.76 | 0.89 |
| A20. | Campus security and safety measures | 572 | 6.29 | 15.56 | 55.42 | 22.38 | 2.99 | 1.45 |
| A21. | Transcript information and copies | 504 | 5.16 | 16.07 | 57.54 | 21.03 | 2.95 | 0.76 |
| A23. | Representation by Student Congress in campus governance | 385 | 10.39 | 27.27 | 50.91 | 11.17 | 2.63 | 0.82 |
| A24. | Communication of policy decisions by Student Congress to students | 414 | 14.25 | 27.54 | 46.38 | 11.59 | 2.55 | 0.88 |



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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Workshops** | | | | | | | | |
| B1. | Career awareness | 564 | 3.90 | 7.45 | 34.93 | 53.37 | 3.45 | 1.85 |
| B2. | Job search skills (resumes, interviews,..) | 561 | 2.85 | 6.24 | 35.29 | 55.44 | 3.44 | 0.74 |
| B3. | Leadership Training | 556 | 2.70 | 5.22 | 32.37 | 59.53 | 3.49 | 0.72 |
| B4. | Secrets of Success (study skills, math anxiety, etc.) | 566 | 3.89 | 11.31 | 50.18 | 34.45 | 3.15 | 0.77 |
| B5. | Transfer | 559 | 1.61 | 9.12 | 39.00 | 50.09 | 3.38 | 0.72 |
| B6. | Information sessions about programs and majors | 567 | 3.00 | 15.87 | 34.22 | 46.56 | 3.32 | 1.83 |
| **Education** | | | | | | | | |
| C1. | The variety of courses offered allow me to complete my degree within reasonable time | 572 | 8.04 | 19.58 | 51.05 | 21.15 | 2.85 | 0.84 |
| C2. | Course descriptions are usually accurate | 612 | 1.80 | 14.22 | 58.66 | 25.16 | 3.07 | 0.68 |
| C3. | I was able to enroll in most of the courses I needed | 626 | 7.99 | 19.01 | 41.69 | 31.15 | 2.96 | 0.91 |
| C4. | My Math placement test level accurately reflects my ability | 569 | 15.29 | 21.44 | 38.66 | 24.43 | 2.72 | 1.00 |
| C5. | My English placement test level accurately reflects my ability | 565 | 7.96 | 15.75 | 46.02 | 30.09 | 2.98 | 0.88 |
| C6. | My writing ability has improved since taking courses at KCC | 562 | 4.80 | 16.73 | 50.89 | 27.40 | 3.01 | 0.80 |
| C7. | My computing ability has improved since taking courses at KCC | 519 | 9.25 | 20.04 | 42.77 | 27.75 | 2.89 | 0.92 |
| C9. | Courses in my major are relevant to my career plans | 597 | 2.51 | 14.57 | 48.24 | 34.51 | 3.15 | 0.76 |
| C10. | The equipment used in my classes is adequate for my needs | 609 | 3.12 | 12.15 | 55.83 | 28.74 | 3.10 | 0.72 |
| C11. | I have enjoyed most of the courses I have taken | 621 | 2.42 | 12.72 | 57.17 | 27.54 | 3.10 | 0.70 |
| C12. | I am satisfied with the knowledge I have gained from my courses | 619 | 1.13 | 10.99 | 58.48 | 29.24 | 3.16 | 0.65 |
| C13. | I am learning how to learn | 606 | 3.30 | 19.14 | 50.33 | 27.06 | 3.01 | 0.77 |
| C14. | I am getting my money's worth for the tuition I pay | 618 | 7.28 | 18.61 | 46.44 | 27.51 | 2.94 | 0.87 |
| C15. | I can do my course work more efficiently thanks to my knowledge of the Internet | 532 | 8.65 | 22.56 | 46.24 | 22.18 | 2.82 | 0.88 |
| C16. | The student evaluation of the instructor's teaching ability makes a difference | 582 | 7.90 | 19.24 | 48.97 | 23.71 | 2.89 | 0.86 |
| C17. | The College uses student input to improve | 538 | 9.67 | 23.23 | 46.84 | 20.07 | 2.77 | 0.88 |
| **Overall** | | | | | | | | |
| C8. | I like coming to KCC | 630 | 2.70 | 6.83 | 49.68 | 40.63 | 3.28 | 0.71 |



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## 2. Section Statistics

| **TOTAL** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 2.98 | 3.01 | 2.97 | 3.14 | 2.91 | 3.28 | Not Satisfied | 101 |
| Standrad Deviation | 0.82 | 0.81 | 0.83 | 1.34 | 1.04 | 0.71 | Satisfied | 311 |
| Total Observations | 21,061 | 2,645 | 9,331 | 2,304 | 6,152 | 629 | Did not attend | 1271 |
| Maximum Error | 0.01 | 0.03 | 0.02 | 0.05 | 0.03 | 0.06 | Did not know | 1684 |

| **Business** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 3.01 | 3.01 | 3.04 | 3.14 | 2.91 | 3.30 | Not Satisfied | 33 |
| Standrad Deviation | 0.82 | 0.81 | 0.82 | 0.78 | 0.87 | 0.68 | Satisfied | 78 |
| Total Observations | 4,604 | 851 | 1894 | 473 | 1,261 | 125 | Did not attend | 256 |
| Maximum Error | 0.02 | 0.05 | 0.04 | 0.07 | 0.05 | 0.12 | Did not know | 319 |

| **FSHE** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 3.12 | 3.20 | 3.05 | 3.27 | 3.08 | 3.39 | Not Satisfied | 0 |
| Standrad Deviation | 0.8 | 0.80 | 0.80 | 0.73 | 0.93 | 0.71 | Satisfied | 31 |
| Total Observations | 1,666 | 313 | 685 | 172 | 457 | 46 | Did not attend | 102 |
| Maximum Error | 0.04 | 0.09 | 0.06 | 0.11 | 0.09 | 0.21 | Did not know | 108 |

| **Health** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 3.08 | 3.06 | 3.14 | 3.21 | 2.92 | 3.34 | Not Satisfied | 10 |
| Standrad Deviation | 0.85 | 0.85 | 0.86 | 0.72 | 0.87 | 0.79 | Satisfied | 24 |
| Total Observations | 1,959 | 359 | 823 | 191 | 529 | 56 | Did not attend | 95 |
| Maximum Error | 0.04 | 0.09 | 0.06 | 0.10 | 0.07 | 0.21 | Did not know | 169 |

| **Liberal Arts** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 2.95 | 2.98 | 2.96 | 3.12 | 2.89 | 3.26 | Not Satisfied | 47 |
| Standrad Deviation | 0.81 | 0.79 | 0.83 | 0.78 | 0.82 | 0.69 | Satisfied | 167 |
| Total Observations | 12,692 | 2,334 | 5,253 | 1,296 | 3,456 | 352 | Did not attend | 3 |
| Maximum Error | 0.01 | 0.03 | 0.02 | 0.04 | 0.03 | 0.07 | Did not know | 948 |

| 1st Year | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
|---|---|---|---|---|---|---|---|---|
| Mean | 3.01 | 3.03 | 3.01 | 3.13 | 2.93 | 3.24 | Not Satisfied | 36 |
| Standrad Deviation | 0.83 | 0.83 | 0.85 | 0.75 | 0.81 | 0.73 | Satisfied | 76 |
| Total Observations | 6,491 | 1,169 | 2,711 | 654 | 1,767 | 189 | Did not attend | 268 |
| Maximum Error | 0.02 | 0.05 | 0.03 | 0.06 | 0.04 | 0.11 | Did not know | 509 |
| **2nd Year** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
| Mean | 2.96 | 3.03 | 2.95 | 3.06 | 2.85 | 3.35 | Not Satisfied | 26 |
| Standrad Deviation | 0.82 | 0.78 | 0.82 | 0.79 | 0.85 | 0.63 | Satisfied | 113 |
| Total Observations | 8,272 | 1,539 | 3,410 | 848 | 2,249 | 226 | Did not attend | 475 |
| Maximum Error | 0.02 | 0.04 | 0.03 | 0.05 | 0.04 | 0.08 | Did not know | 566 |
| **3+ Years** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
| Mean | 2.99 | 2.98 | 2.98 | 3.25 | 2.93 | 3.27 | Not Satisfied | 23 |
| Standrad Deviation | 0.81 | 0.78 | 0.82 | 0.77 | 0.83 | 0.75 | Satisfied | 96 |
| Total Observations | 6,932 | 1,286 | 2,872 | 706 | 1,876 | 190 | Did not attend | 400 |
| Maximum Error | 0.02 | 0.04 | 0.03 | 0.06 | 0.04 | 0.11 | Did not know | 454 |
| **Non-Nat English** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
| Mean | | 2.93 | 2.95 | 2.98 | 2.77 | 3.26 | Not Satisfied | 13 |
| Standrad Deviation | | 0.81 | 0.83 | 0.74 | 0.81 | 0.69 | Satisfied | 94 |
| Total Observations | | 896 | 1,902 | 462 | 1,263 | 127 | Did not attend | 233 |
| Maximum Error | | 0.05 | 0.04 | 0.07 | 0.04 | 0.12 | Did not know | 272 |
| **Nat English** | TOTAL | Academic Support | Education | Climate | Services | Overall | Workshops | Freq |
| Mean | | 3.05 | 2.99 | 3.19 | 2.96 | 3.30 | Not Satisfied | 73 |
| Standrad Deviation | | 0.79 | 0.82 | 0.77 | 0.84 | 0.71 | Satisfied | 200 |
| Total Observations | | 3,131 | 7,147 | 1,761 | 4,669 | 483 | Did not attend | 925 |
| Maximum Error | | 0.03 | 0.02 | 0.04 | 0.02 | 0.06 | Did not know | 1241 |

# Appendix C

# Respondents' Comments

**Respondents' Comments**

1c. I hope they do,especially with some instructors who just read out of the book and do not like to answer questions.

40c. Instructors should give less homework and less stress on typing cause not everyone like typing. Also less books to read will be more perfect but the level should stay the same for education.

115c. For some courses there needs to be better instructors.

136a. Foreign teachers are poor teachers (hard to understand them and they don't answer our questions).

146a. More teachers less lectures.

159b. (Name deleted) is my English teacher and she is very efficient with dates, names, information about everything from workshops to service learning. I think teachers should stress these informational workshops. Because the impact of many is better than one.

193c. If a teacher is tenured they don't feel threatened.

196c. Tell final grade to the student, Do not lose any paper which is turned in from students, Do not give wrong information, and have responsibility.

224a. (Name deleted) Instructional for computer enhanced programs. Thank You.

224c. Art 101- Prof. was very understanding, allowed for electronic difficulties. Thank You.

295c. Address those student comments about certain instructors within a reasonable amount of time. Follow up if no action is taken by instructor to improve on those areas mentioned.

400c. Student evaluation of instructor does not seem to serve any real purpose as instructor rarely change or try to adapt new changes to review.

422c. The "Staff," classes I have taken, the teacher is not interested in topic r teaching it. The English class I took, the teacher didn't speak English very well and was overworked missed many classes.

448c. Tenured teachers need to be also evaluated at the end of the semester. By best experiences have all been with non-tenured teachers. My worst nightmarish experiences have been with tenured teachers. (Name deleted) (Math)

510a. (Name deleted) and her Psych 100 method needs to be evaluated. I am completely dissatisfied with that class. I wish that I could get around for Psych 100- Her ability to teach is very poor!

599b. Information should be given to instructors so they can inform their students instead of only on bulletin boards.

604c. Please do something about (Name deleted). He is a terrible instructor! He cannot express himself. He's lost control of the class. He tries to gain it by intimidation (he comes over and touches our books, speaks to us with little respect.

608b. Maybe in some classes instructors can tell students about some workshops.

16c. Try to get more of the same courses around the same time most people want to go to class. Most morning classes gets filled up before afternoon and night.

26b. More classes for certain majors because it is hard to get all the classes we need because they fill up too fast.

28c. A Pacific literature class taught by (Name deleted).

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86b. For 4: Too short, inadequate classrooms, need to be revamped to be serious.

181c. More 200 level classes in Sciences(Chem/Bio)

450c. I had to start out with PC math and English and I got A's in all of my classes up to 100 level.

18a. Work on making registration less time consuming.

116c. Need to offer more majors. The only place who has my major is LCC. This is far compared to going to KCC.

157a. Registration would be a lot less stressful for both the administration and students if we could do it over the phone (similar to UH).

185a. Is it possible to set up registration how UH has theirs set up on the internet. It makes things a lot easier and much faster.

188c. Faculty on registration aspect of school need customer service training. Everyone is so grumpy.

192c. If possible, student picture id's.

195a. Orientation with (Name deleted) was horrid. He is an obviously self absorbed condescending knee biter. A telephone/Internet registration service is sorely needed. More on campus tutors are needed... spend more money! Your cafeteria is full of flies and unhealthy food. Your student activities is frivolous and wasteful...Cookies and DJ's! That money should be spent on a student available telephone! What student congress?

204c. Need on-line electronic registration! Need to improve quality of help especially in the bookstore (customer service!!)

221b. Internet registration.

222a. I suggest that registration should have a system like the UH Manoa campus such as Pa'e, the lines are very long and take much time out of people's busy schedule.

233a. Improve your registration on techniques so that there won't be so much confusion during registration time.

242a. Current Registration system really sucks! Get with the PAE system like UH. Those long lines to Add/DROP , payments are really annoying!!

253a. There needs to be better communication between staff and employees at KCC. During registration, I found so many inconsistencies in information relayed to me I wasted too much time doing things, waiting around for no constructive reason. A handbook on procedures needs to be circulated.

269b. I fee that KCC is a very good school. The learning environment is pretty good. My only problem is with registration. It needs improvement.

270c. The registration process is a difficult procedure, they should think of a better way like using phones or computers, it's almost 2,000 and people still have to stand in extremely long lines.

275a. Need to work on getting a better system of orientation and especially registration. It is extremely hard to get the class that one needs.

277a. There should be on-line registration to schedule your classes.

487a. Registration/admission: Wish more customer-service oriented we're students and customers, aren't we?

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507a. Registration needs work. It's too slow and change/withdrawal/and refund periods need a lot of work. There doesn't seem to be much consideration for the students.

513c. The staff and student helpers in Administration and customer service areas need to be much more friendly. Some are but most of them act as if they don't care about you. They got to realize that we pay their salaries!

551a. At other colleges you can register by phone or on-line. this saves time and lost.

572a. Phone registration?

576a. I think we should have phone registration. Also, student Id's make things available at high schools to either buy or get at High school. Toilet seat covers!!

599a. The staff should be more polite to students, especially admissions, registration. They should smile more often , offer any type of assistance and hire more staff because students can't wait in long lines all day to register, drop, add, or ask to speak to a counselor. Everyone should also be available all times!!

636a. Better customer service in the registration, Admissions and Financial aid dept.

639a. Should give priority at registration for returning students. I had a little bit of difficulty at registration getting into classes I wanted.

30c. tuition I pay (as an International student) is too much!! We pay six times more than residents pay and sit down in the same class.

159c. The tuition fees are a bit much for college students, I don't think students really get their moneys worth due to student activities and things they pay for that they don't use.

20a. Student Activities or student Government need to be seen on campus as well as the activities.

35a. Have more computers in labs that work including printers. Get more security so no cars will get stolen or broken into.

36a. More, or better career counseling, need student sports activities, the cafeteria need to have more specials for students on budgets. The teachers and counselors are great!

69a. There should be security cameras in the parking lots, and there should be more security officers on campus.

71a. I would like to see the school serve more nutritious food.

80a. One of the main counselors I went to wasn't very helpful, she pushed me away just to help another student. Not very helpful.

80b. These workshops helped my friends a lot!

80c. KCC is a great school.

86a. 1- More in depth dialogue on dissatisfied items need. 2- Focused plans on improvement after dialogue. 3- Implement improvement plans.

86c. 1- write better survey directions. 2- Need more input from students.

88a. I've noticed several kids parking in the handicap parking- although they have a placecard the don't look handicapped! Find a way to register handicap parking.

88c. Give teachers proper equipment (overhead/ computer) to teach or give examples!

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99a. Seat covers, student identification?

121a. Please put up a basketball rim on campus so we have some kind of activity. Thank you!!

124a. Parking availability for environment total

125a. *Have a bar, improve bookstore, traffic on 1st week of school, improve registration traffic we have to wait* forever to register.

127b. Have workshop announcements in the student paper. (Inserts)

130c. I do think nicer more comfortable chairs would help students and getting the air to work. And of course, parking may be a shuttle to a parking lot or new parking area. I personally am discouraged as I am interested in your Nursing program I have been on the island for five years and was told I have no chance at getting into your nursing program because of my Military Dep. status . It is for residents. This is not a good thing.

132c. There is a serious lack of respect on this campus. I am disgusted at the amount of smokers and that people are allowed to smoke right outside of classrooms. As a serious student, I shouldn't be forced to inhale second hand smoke while trying to get an education. In addition, the library is a joke. The second floor "No Talking" area is a non-stop socializing spot. When the libraries are approached about this problem, they say it's not their job to baby-sit and blame the administration for not giving them security. KCC has great teachers, unfortunately the students need to grow up.

139a. More involvement with student congress like what and who are our student congress!?

140a. More parking needed/ need to asphalt the gravel pit.

151a. Keep the library open longer and more frequently.

154a. The cafeteria is way over priced for college students on a budget. How about an outside vendor having a spot? Maybe Taco Bell, Mc Donald's? We only have limited funds and a lot of us spend our entire day here without few food options- except to pay the high amount of food.

154c. I think that KCC has many non-traditional students attending. I do not think that KCC takes those students in mind when planning activities or asking for input. I think a non-traditional student club would be nice- men/women returning- not just for single parents- everyone needs a boost once and a while.

155b. Should have more programs and workshops about career and majors.

156a. Long lines at the cashier in cafeteria are frustrating.

157c. A bigger variety of 200 level courses should be offered.

165a. Make it more known now to seek help from counselors... should you go to a certain one? (depending on alphabet? or just any counselor for your studies?)

167a. Financial Aid and student employment office were not helpful at all!!!

172a. 1. More parking. 2. More classes-more involvement 3. More extracurricular activities for each perspective major. 4. When I was in intermediate cooking, in the cafeteria with chef Tony Ramos, the food was awesome! Now the food is terrible, I've gotten sick off of it before.

172b. Get Co Arts Alumni to come to the school and share their knowledge. Example: Sam Choy, Roy Yamaguchi, Alan Wong.

174b. Make it more clear where the different deadlines are. Some of the majors have three or four deadlines for things needed.

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177a. More parking. A.M. parking is ridiculous.

183a. This doesn't feel like college, more of our extension of high school. Maybe advanced curriculum for other students.

195c. For question # 13 That's funny. Your school is good, but not that good.
# 14 No thanks to KCC
# 15 Oh yes! It's so cheap.

215b. I'm new here and I don't read bulletins.

225a. This is the most ridiculous survey form I've filled out. Some of these Items below do not relate to services! Please take more time to explain each item so that they could be answered accurately.

228a. When will Financial Aid with study become available if it's offered? Need more opening for work study who qualify for these programs.

233b. If some of these workshops could be held closer to my home in Aiea, it's difficult for me to travel so far.

233c. Open up a closer campus or suggest that the other UH Community college campuses offer KCC's medical courses for students who live far from KCC. The travel and parking here is very difficult.

251a. Need a Campus Activity Lounge or a place to relax between classes.

251c. Must have more activities available to students during the semester.

269a. More tables and menu for cafeteria, International student advisor doesn't understand anything, Record office is not friendly, Most offices don't provide information we should know. For example a budget.
261a. Should encourage students to go counseling, have counselors talk to students more about their on going process classes to graduate.

261b. Please let students be aware of these programs available.

261c. Please upgrade the computer system. And have more computer for students to use in the library lab.

262a. Simplified process for scholarships better preparation curriculums that are applicable to UH.

262c. More seminars on how to go about lining up for UH curriculums, preparation at KCC.

267a. Parking, Parking, we need parking!

267b. It doesn't matter, we only need parking!

267c. Just parking, that's all. "please"!

270a. The bathrooms could be cleaner and PARKING, where is it. There isn't enough parking, some should be built.

270b. This college is very slow moving, they don't help you find out about workshops or advertise them, if you want to go you need to find it.

287c. No smoking directly in front of the buildings!

289c. BAN No smoking near (in front of) building entrances.

290a. Ban and enforce students smoking outside buildings (i.e. library, Olona).

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292c. Ban smoking in front of class buildings.

293a. Ban smoking in front of entrances to buildings.

296b. More student activities or concerts.

299a. Better cafe food, better, more enthusiastic teachers!! More physical facilities!!

300a. Please do something about people smoking outside the classrooms and library. I always hold my breath when walking by places that are supposed to be "non-smoking".

309c. The courses offered has no extended choice to choose from. Some of the equipment are not adequate for the class sometimes I have to buy my own. The tuition I pay is sometimes not worth the class time not even learning things. The books are very expensive/ some people can't afford it. Parking is very bad, need new idea for a good flow of parking.

316a. Sports program should be introduced to enrich students college experience.

316b. Motivational courses should be offered to all students.

321b. Need more money/ assistance for health occupations/ single parents. Need more student employee position on campus. Library need attendant upstairs to help answer questions and direct. Need more clear postings of available scholarship grant money available to students. Computer centers are good, but need to maintain equipment better.

321c. Also, I think a different testing for entrance is needed, Placement tests don't accurately reflect a persons ability because the program is confusing.

330c. Seat savers for commodes- disposable seat covers. Lab work on computer available through internet and or access through other library/ college campus.

331a. Some of the student workers at the library check-out desk are socializing and are very loud. The models in the learning labs need to be renumbered properly (ex: disarticulated skeleton, torso model, etc.)

332c. Will there be more available spaces for entrance into the PTA program. Since there is a greater demand for this program? If not, I would like to see the program expand since this is the only college that makes this program available here in Hawaii.

337a. Tutoring or study groups for zoology/ sciences

342a. Library: Suggest to put reserve materials on hold for two hours at a time and allow students to take reserve material out of the library. Any way to get more information from counselors regarding masters programs related to the medical field i.e. Phys test? Everything seems concentrated on Nursing!

345c. The financial Office needs to give a better training to its workers. Need to be friendly compassionate to students who need financial help.

352a. Perhaps you could make use of the lawn in the middle of KCC. Turn it into a recreated center, gym, or even a field for sports. If not, put walkways in between to make it easier on the students.

362a. Don't know what counselor to go to, where? If you could tell new students about counseling, it would help.

362b. Post them up!

372a. I have asked questions regarding counselors available and have been given the "run-around." I'm not aware of a lot of activities on campus or many of the services offered.

373c. More student parking , less teacher parking.

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374a. Work on the staff at the admissions office. They are so ?? can't find a word to describe them.

390a. More individual tutors campus.

397a. Try to get meal card or lower prices on the food.

406a. The back parking lot should be paved. The holes in the back is terrible and ruins peoples cars. By paving you could make a lot more room for parking. Also, parking on the bottom, you could make one more layer of parking.

418a. Should pave the back parking lot!!! There would be more parking spaces, instead of parking 2-3 or more feet away from each other.

420b. I feel the Kapio is not a neat college serious type paper. It glosses over issues etc. for instance the math course controversy a few years ago. The Math Dept. needs to be more adaptable to needs of students especially concerns why such a high drop out rate?? This is not a one sided problem!!

420c. I would love to have the chance to interview teachers to find out how they teach the course and what is expected etc., like and open house.

423c. I think there should be improvements in academic counseling because I went to see the counselor and she couldn't help me. (International counselor)

450a. Need more counselors.

450b. Should announce these in the cafeteria, library, and/or on TV

451a. There should be a bigger cafeteria.

474a. Knowing more about KCC and what it has to offer.

481a. Let students withdraw from their classes until the last week of the semester. This would help good students avoid being on academic probation.

510c. For question #17 Absolutely not.

514c. I sometimes wonder what for I am paying for the expensive tuition when school differentiate the foreign students with local students.

519a. This survey reflects my major criticism of KCC. You make very little, if any, accommodation of the life long learner-i.e. adults who just want to learn- we are not here for degrees- just knowledge- we are an intergral part of KCC yet KCC has not made adjustments for these kinds of students.

535c. Why do we get stickers to parking lot A when I can never get a space there? Too many stickers being issued?

547a. Need to have a better computer system. Boost it up!

549c. Using the Internet for class can be useful, but it's really hard for people who don't have easy access to one.

557a. More student activities. Screw quiz bowl.

557b. Better counseling, counselors don't do much to help.

557c. UHM do this when change won't happen.



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560b. It's a great college.

563a. What is the student congress?

567a. I feel as though not enough information goes to the students regarding available resources (i.e. counseling, career guidance, etc.). More enforcement of rules (i.e. eating/ smoking areas) talking on second floor in the library.

567c. very happy here at KCC Thanks!

570c. Please get toilet seat covers

572b. I think that they need more workshops relevant to life. How do I manage my money? How do I pay my bills? Where do I shop and get the most for my money?

579a. Cost of food less, better food.

583a. Need toilet seat covers PLEASE!!

584b. Increase student group activities, such as student lounge, campus get together, etc. Make workshops more known.

585a. Better system needed to inform students of class availability. More security in parking lots. Better and friendlier service needed. What student congress?? No communication evident.

585c. Not enough classes. Better parking availability needed like a paved lot above Olapa.

586b. Should have more information about careers and majors to students.

589a. It is hard to get counseling on your academic schedule when the counselors don't stick to a schedule. I once went for counseling with Janice Walsh. Not only did I have to leave at 10:00 a.m. for a class, the person before me was still with her when I showed up at 9:00 for my appointment. The girl before me was supposed to be there at 8:00. She spent two hours with Janice and I never got to talk with her. The thing that ticks me off is I work full time, take as many classes as I can so my time is limited. I have to see Walsh before I graduate. How hard will that be.

593b. These workshops should be announced in class or handed out in class.

595c. I think announcements or activities should be held in the courtyard at hours. Students are able to attend. Getting students involved on campus activities seems to be a challenge. Emphasize student involvement. Lunch time is not actually a good time for activities. Maybe 1:00p.m. or so.

598b. The workshops conflicted with my class times, The times for workshops should be spread out.

603c. The bathrooms are dirty sometimes, many of the computers in kopiko do not work. It's a hassle to find one that does work in my class.

604b. The parking situation must be addressed; However, this is the most beautiful campus on the island. Keep up the good work! It's a pleasure to be here.

608c. Keep up the good work!

614c. It would be nice to have a student recreational game room. And better cheaper food in the cafeteria.

617a. Keep working at being better

620a. Need more computers. Instead of using pine for e-mail, use and up-to-date e-mail system.



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623c. I know that this is only a two year college and I plan to transfer to a four year college, but some of the courses not offered here, I feel that it will hold us back.

624c. You know while waiting for a parking stall some asshole with a staff parking sticker driving an old beat up mustang came and stole my stall. He knew I was waiting. Tell your staff park in your assigned parking. They already have choice spots. If you can't find any try walking from somewhere else and see how you like it!!!

629a. There were a lot of questions about counseling. The problem is that some of the counselors don't seem to know enough. More scholarship and work/study opportunities should be announced.

631c. If we have to spend $100.00 on books then why can't some of these instructors give us are moneys worth. We didn't spend all this money to learn on our own and the instructor not use the book and expect us to!

638a. Cafeteria is too expensive!

644a. Stop raising tuition

646a. Stop cutting education and support education.

646b. Stop school budgets, Support Education.

652a. PARKING!

654a. Dissatisfied because the noise level on the supposedly "quiet" floor is unbearable; however, the reference staff is very helpful and accommodating.

654c. I have no idea, if our input is followed up on.

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